

Joondalup Education Support Centre Annual Report 2025



Joondalup
Education Support Centre
Independent Public School

Learning for Life

150 Blue Mountain Drive
Joondalup WA 6027

Phone: 08 9233 5800
joondalup.esc@education.wa.edu.au

PRINCIPAL'S MESSAGE

2025 was a year of consolidation, realisation and finalisation of many of our projects. This was the final year of our Business Plan cycle, and we were able to review and celebrate our achievements. We have commenced planning for our next Business Plan cycle which will be from 2026-2028.

A significant achievement and celebration was being recognised as a finalist in the 2025 WA Education Awards in the category of Early Childhood Education.

We were also awarded the 2025 WasteSorted award in the school category and were a finalist in the 2025 National Kitchen Garden Awards, a national award.

This year we continued as a Quality Teaching School, partnering with schools to support them with mentoring, professional learning and residency opportunities. We will continue as a Quality Teaching School in 2026.

Our Business Plan Focus Areas Remain:

- Most Viable Curriculum
- Collaboration
- Shared Language
- Attendance



SCHOOL BOARD

Joondalup Education Support Centre (Joondalup ESC) has an active, well-functioning School Board who met face to face and online throughout the 2025 school year.

Our Board Chair Hwee Peng Tan led each meeting, and her leadership is recognised by the school community. Hwee steps away from the board at the end of 2025, and we welcome Cate Brodie (Community Board member) as our incoming Board Chair.

P&C

Joondalup ESC and Joondalup Primary School have a combined P&C. This inclusive group work together on behalf of all families at Joondalup Schools. As an active P&C they run events every year including raffles, Mother's and Father's Day stalls, sausage sizzles and the colour run.

This year the P&C raised a record amount of \$26,000 during the 2025 year. The P&C donated a huge amount of \$34,000 to the schools. In 2025 the money raised is to purchase seating around the school, soccer goals, AFL goals, rugby goals as well as floor painting (activities) in the Pre-Primary area. Some of these projects have already been realised.



STUDENT INFORMATION

Student numbers have remained steady over the past couple of years, and this is because we are at capacity with our current infrastructure. Student numbers may fluctuate slightly depending on individual student needs.

During the 2025 year we were only able to accept new enrolments in our kindergarten program. We were at capacity in all other year groups, and only able to enrol a new student when a current student moved from our school.

In 2026 we continue to be at complete capacity, accepting only new kindergarten students.

Student numbers at Census 2025

Semester 1	2021	2022	2023	2024	2025
Primary (Excluding Kin)	95	101	109	107	117
Semester 2	2021	2022	2023	2024	2025
Primary (Excluding Kin)	97	104	113	111	118

	Kindergarten	Pre Primary	Primary	Sec	Total
Male	12	10	76	-	98
Female	2	4	28	-	34
Total	14	14	104	-	132

Graduating students transitioned to Beldridge Secondary Education Support Centre, Wanneroo Secondary High School, Butler College, Sacred Heart College, Yanchep Secondary School and Cannington Community College.

BUSINESS PLAN FOCUS AREA ONE: Most Viable Curriculum

Below are the focus areas within our Business Plan.

- Resilient, healthy students
- Active and engaged students
- Progressing students
- Regular attendance for all students

This year was a year of consolidation as we embedded our programs and current practices further.

We have ensured every student we teach has access to a learning pathway. We have also ensured we have strategies in place to measure student learning.

Many of our students attend school still developing the skills to be able to access a standardised curriculum. Many “pre-requisite” skills for schooling are acquired by neuro-typical students as they grow, develop and interact. For our students many of these skills need to be taught thus we have developed several “foundations” so our school can focus on these important skills.

We added and embedded;

- Foundations of Number
- Foundations of Comprehension
- Foundations of Working Memory
- Strategies to support students with anxiety



ACADEMIC TARGETS

FOUNDATIONAL SKILLS

Our whole-school and individual student Foundational data continued to show growth and development in 2025. Patterns and trends over Semesters 1 and 2 indicate areas of strength and areas for continued improvement.

By the end of 2025,

- 45 students working on the AAC Foundational Skills Assessment
- 0 students working on the Standard Foundational Skills Assessment
- Within 2025 4 Kindy students graduated Foundational Skills
- The average growth was 9% and 4 levels
- We saw an improvement in our target of Auditory Discrimination

Assessment Level	Curriculum Grade	Target Student Improvement Each Year	Target Met % of Students Achieved Target
AAC Foundational Skills	Pre-Curriculum Guidelines ABLEWA	5%	22/45



ACADEMIC TARGETS

NUMERACY

Our whole-school and individual student numeracy data continued to show growth and development in 2025. Patterns and trends over Semester 1 and 2 indicate areas of strength and areas for continued improvement. We saw students make significant progress across all assessment groups.

By the end of 2025,

- 66 students working in the Maths curriculum at Foundation level and above
- 31 students advanced beyond the assessment level they had completed in Semester 2 of 2024
- 45 students were working in Year 2 Number or above

Assessment Level	Curriculum Grade	Target Student Improvement Each Year	Target met/not % of Students Achieved Target	Number of students Semester 2, 2025
Pre-Foundation	Kindergarten Curriculum Guidelines ALBEWA C/D	15%	Target met 1/1 = 100%	1 student
Foundation	Pre-Primary Curriculum	15%	Target met 11/15 = 78%	15 students
Year One	Year One Curriculum	15%	Target met 6/9 = 67%	9 students
Year Two	Year Two Curriculum	15%	Target met 19/24 = 79%	24 students
PAT - Year Three	Year Three Curriculum	15%	Target met 7/12 = 58%	12 students
PAT - Year Four	Year Four Curriculum	No target set in 2022	-	4 students
PAT - Year Five	Year Five Curriculum	No target set in 2022	-	1 student

*There were no targets set for the Year 4 or Year 5 Curriculum as at the time of Business Plan, we did not have any students who were working at this level.

In 2025, the Foundations of Number and the Foundations of Comprehension were designed by our school psychologist after identification of gaps in student learning and have been introduced across the school to address these areas.

ACADEMIC TARGETS

Foundations of Number is based on Singapore Maths approach and first uses real objects to understand a concept; then pictures to represent the problem before moving to numbers and symbols.

Foundations of Comprehension supports students literal understanding, as well as understanding underlying concepts, ideas and connections between information. These additional resources support students being able to master these skills to access the curriculum in a meaningful way. This was reflected in the number of students who achieved Year 2 or higher, demonstrating the foundational number skills required to progress into broader mathematical concepts.

The introduction of Foundations of Number combined with the additional skills in the Foundational Skills, such as pattern completion, sequencing and temporal frames, has led to students successfully completing the Pre-Foundation assessment straight on from the Foundational Skills. Ultimately, this has made the Pre-Foundation assessment obsolete, and students can move straight onto the Foundation Maths assessment.

Our early intervention practices, combined with the introduction of the Foundation Maths and Comprehension have strengthened the effectiveness of our teaching of mathematical skills and concepts, resulting in continued success for students.

LITERACY

In 2025, we continued to implement our Streamed Literacy approach across all Pre-primary to Year 6 classrooms. Students participated in programs matched to their individual learning needs, ensuring targeted and meaningful instruction. Whole-school assessments were again used to track student achievement and progress. Through this process, we were able to demonstrate that, on average, students made significant progress across key literacy outcomes.

We are continuing to refine our comprehension program with the aim of integrating both traditional reading comprehension tasks and explicit critical-thinking skill development. This blended approach is designed to strengthen students' understanding, interpretation and analytical abilities.

Throughout the year, our ongoing data review enabled us to identify a group of students whose results placed them between the Communication program and Initialit F. In response, we established a new instructional group focused on teaching the pre-requisite skills required for successful participation in the Initialit programs. These skills are delivered explicitly and in small-group settings to maximise learning.

ACADEMIC TARGETS

Student Distribution Across Literacy Programs (2025)

Program	PP	1	2	3	4	5	6	TOTAL
Communication Group	10	9	12	3	3	4	2	43
InitialLit F	4	3	10	4	6	3	2	32
InitialLit 1	-	1	2	5	8	6	2	24
InitialLit 2	-	-	3	1	1	3	-	8
Cars and Stars/PLD	-	-	-	-	2	1	6	9

This year, we also trialled Brightpath, an online tool for writing moderation. While the data gained from Brightpath provided some useful insights, staff did not find it more valuable than our existing moderation processes linked to the Developmental Writing Scale. As a result, during Semester 2 the Literacy Team combined key elements of the Developmental Writing Scale, Brightpath, and Talk for Writing to create a customised Joondalup Schools Writing Scale. This new tool supports staff in identifying both a student's writing level and the specific narrative features evident in their work.

Talk for Writing continued to be implemented in classrooms as part of our ongoing trial. The Literacy Team also explored a series of "non-negotiables"—a set of core tasks considered essential within each unit of work.

These have been reviewed for practicality and effectiveness and are now being organised into clear learning phases. We aim to share these with all staff at the beginning of 2026 to support consistency and high-quality practice across the school.

BUSINESS PLAN FOCUS AREA TWO: **Collaboration**

Our dedicated space for therapists, and sessions to occur has had a positive impact on the running of classrooms and has maximised student learning and engagement time. With a dedicated full time Therapy Liaison Officer, therapists have been able to work with students, enabling the rest of the class, and students to continue to learn without disruption.

This process has been successful and will continue to operate in this way in 2026. We have reviewed our processes and will slightly change session times to allow students to go to the bathroom and eat recess and lunch outside of therapy times.

The school has also purchased a scheduling app, which will streamline session booking times, and strengthen the communication between school, parent and therapist.

Joondalup ESC continued to collaborate with the Indigenous community towards meeting the goals in our Reconciliation Action Plan (RAP). Events included a smoking ceremony, NAIDOC community picnic, Sorry Day activities and events through Reconciliation Week. We also hosted the local RAP hub showcasing the opening of our native bush tucker garden. We continue to embed culturally responsive practices through our everyday teaching and learning programs.

Parent morning teas continued throughout 2025, and this year we transitioned the sessions to be parent led, rather than school led. In 2026 we will have a combination of both, providing information sessions, as well and times for parents to connect with each other.

As a QTS School we provided professional learning to many schools in many ways. Some of our larger events included professional learning over two days and venues hosting up to 80 people at a time.

BUSINESS PLAN FOCUS AREA THREE: **Shared Language**

Our whole school processes and approaches to curriculum continue to be a strength of the school. Embedding our foundations programs has also embedded the use of consistent language, approaches and understanding across the staff.

Professional Learning sessions have been hosted on Tuesday mornings, with all staff receiving the same training. Phase of Learning meetings were established this year, and groups meet twice per term to plan together, with a focus on literacy, and Talk for Writing, with groups learning the same story throughout the term.

Our senior leadership team was established and collaborated with Growth Coaching throughout the year. With group norms, vision and processes in place the school is in a strong position to review procedures, make decisions and collaborate with staff.

BUSINESS PLAN FOCUS AREA FOUR: Attendance

Attendance in 2025 was consistent with WA Public Schools which was our Business Plan target. We can proudly say we have met this target, and have higher attendance than the average in Kindergarten, Year 3, Year 4 and Year 6. The school has reviewed our attendance procedures, and with the introduction of our Complex Behaviour Support Coordinator we have improved our attendance flowchart and case management procedures.

Joondalup Education Support Centre

Primary Attendance Rates

	Attendance Rate	
	School	WA Public Schools
2023	84.9%	88.9%
2024	85.7%	89.4%
2025	89.1%	89.1%

Attendance % - Primary Year Levels

	Attendance Rate						
	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2023	83%	83%	85%	82%	86%	N/A	88%
2024	90%	82%	86%	89%	83%	87%	N/A
2025	90%	89%	86%	91%	91%	87%	93
WA Public Schools 2025	89%	89%	89%	90%	89%	89%	89%

FINANCE

This year we consolidated spending and infrastructure plans. The Finance Committee oversaw the budget and have approved several projects to be completed in 2026. These projects are to support a large cohort of junior students who will become middle primary and require significant support to continue to access learning environments and play spaces.

Professional Learning continues to be a focus of our budget, and we are committed to all staff holding Senior First Aid certificates, being trained in asthma, anaphylaxis and epilepsy awareness, Team Teach and manual handling.

Several staff travelled interstate to present or be part of conferences and large professional learning opportunities. We committed to all teaching staff being trained in Talk for Writing, all of which takes considerable time and resources.

ONE LINE BUDGET - Dec 2025 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	87,744	87,744
Carry Forward (Salary)	76,161	76,161
INCOME		
Student-Centred Funding (including Transfers and Adjustments)	8,075,190	8,075,190
Locally Raised Funds:	401,019	398,646
Total Funds:	8,640,114	8,637,741
EXPENDITURE		
Salaries:	6,491,225	6,491,225
Goods and Services (Cash):	1,921,064	1,807,635
Total Expenditure:	8,412,289	8,298,859
VARIANCE:	227,825	338,882